Indiana's Response to Intervention Academy

School-Wide Positive Behavior Support
with Cultural Competence—An Overview

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WELCOME

Thank you for being on time!

1. Please find a seat

2. Next, circulate the room & follow the directions for each activity

3. Then, return to your seat or watch for the "hand signal"

& return to your seat

School-Wide
Positive Behavior Support
with Cultural Competence

An Overview

Developed by the Indiana State Improvement Grant
(IN-SIG) Team supported by the USDOE/OSEP/IDOE
Center for Exceptional Learners
2008

Today's Objectives

- *Understand concepts of SWPBS and the essential components that provide behavioral support to all students*

- *Examine the importance of culturally responsive behavioral and academic support for all students*

- *Examine resources to share with school staff*

- *Develop sample expectations and matrix for consideration*

SWPBS Training Expectations

Be a PRO

Prepared

Respectful

Open to Learning

Developed by the Indiana State Improvement Grant (IN-SIG) Team supported by the USDOE/OSEP/IDOE
Center for Exceptional Learners 2008

SWPBS Training Expectations	During Training Sessions
Prepared	Bring needed materials Complete pre-session work
Respectful	Silence cell phones Attend to the speaker Respond to the regrouping cue If necessary, leave the room quietly
Open to Learning	Ask questions Participate in discussions Record insights to share with group

Nametags & Table Tents

1. Write your school's name on both sides of the table tent & decorate it with a design representing your school

2. Write your first name on a nametag & add a symbol that identifies something special about you

3. You have 3 minutes to complete this task--

4. GO!

School-wide positive behavior support is not considered a new initiative.

Instead, it is a set of <u>problem solving strategies</u> and <u>processes</u> that can be used to <u>build upon our school's existing strengths.</u>

It creates environments in which:

a) learning and teaching are valued, and aggressive, unsafe behaviors are discouraged;

b) respect, responsibility, cooperation, and other highly valued character traits are taught and encouraged;

c) individual differences are valued rather than criticized;

d) collaborative partnerships are formed with families and communities

e) educating students with disabilities can be supported more effectively and efficiently, and

f) teaching fundamental skills like reading and math can be maximized.

<u>www.pbis.org</u>

excellence

What is SWPBS…

- A system or **framework**

- **Proactive** strategies for **defining, teaching** and **supporting** appropriate student behaviors

- **Continuum** of support for **ALL** students

- **Research-validated practices** linking teaching and learning

THE WHY

RESEARCH READING ACTIVITY

"What We Know and Need to Know about Preventing Problem Behavior in Schools"

(Sugai, Horner, 2008)

- Read silently pages 67-68, bottom of 71-72

Use little post-its to jot down your own highlights—3 minutes

- Discuss the highlights at your table--2 minutes

Why SWPBS…

Learn New Behaviors

- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior (*Costenbader & Markson, 1998*)

- Some forms of punishment may actually be rewarding and maintain problem behaviors. (Gresham 1991; March & Horner 2002)

- Rates of problem behaviors in hallways, playgrounds, cafeterias, and other non-classroom settings can be decreased by improving the systematic and consistent use of active supervision, positive feedback, and social skills instruction (*Colvin et al., 1997; Leedy et al., 2004*)

Why SWPBS…

Time

- More instructional time for students and teachers

- Less teacher and administrative time spent on office referrals

Why SWPBS…

The Link-Behavior/Academics

- The academic and behavior link is clear: Good instruction is one of our best behavior management tools, and preventive behavior management is one of our best instructional support strategies.

- (*National Center on Positive Behavioral Interventions and Supports, Center on Behavioral Education and Research, University of Connecticut, 2006*)

Why SWPBS…

The Link-Academic/Behavior

- Improvements in student behavior and school climate are related to improvements in academic outcomes.

  (*Fleming et al., 2005; Kellam et al., 1998; McIntosh et al., 2006; Nelson et al., 2006; Nelson et all., 1996; Wentzel, 1993.*)

Reactive vs. Proactive

- What do you expect of students at your school?

- What would students say are the "school rules"?

- Are ALL students acknowledged?

Who participates in SWPBS…

- All students
- All school personnel
- Families
- Communities

41 states

72 schools throughout Indiana-over 20 districts

32 new schools in 2008-2009

Krueger Middle School

- Michigan City, IN
- Enrollment: (07-08): 412
- White: 50%
- African American: 40%
- Hispanic: 3%
- Other: 7%
- Free & Reduced Lunch: 64%

**Decrease in Office Referrals: 88%
Decrease in Suspensions: 77%
Expulsions: 0**

**Triple Crown:
Respect
Responsibility
Ready to Learn**

Six Components of SWPBS

1) Select and define expectations and routines that are observable, acknowledgeable, and teachable (OAT)

2) Teach behaviors and routines directly in all settings

3) Actively monitor behavior; move, interact, scan (MIS)

4) Acknowledge appropriate behavior

   Predictable/Intermittent/Long-term

5) Review data to make decisions

6) Correct behavioral errors

   Pre-correction/Boosters/De-escalation/FBA

Adapted from Dr. Robert March

Integrated System for Academic and Behavioral Supports

Cultural Responsiveness /Family & Community involvement throughout

Services across tiers are fluid and data-driven

Tier 3:
•Few Students
•Increased Frequency
•Longer Duration

Tier 2:
•At-Risk Students
•Small Group

Tier I:
•All Students
•Preventative, Proactive

Intense, Individualized Support

Targeted, Supplemental Support

Core Curriculum, Instruction, and Learning Environment

District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Where is SWPBS used…

- Preschool through Grade 12
- Non-classroom settings
- Classroom settings
- School-Wide
- District-Wide
- State-Wide

Behavior Battle

Challenging Behaviors

Journal Response #1

- What behaviors push your "hot button"?

Journal Response #2

- What challenging behaviors throughout your school most interfere with *learning*?

Six Components of SWPBS

1. Select and define expectations and routines that are observable, acknowledgeable, and teachable (OAT)

Expectation Examples

The 3 Be's

Be respectful
Be responsible
Be ready to learn

SOAR

Safe
Organized
Accountable
Respectful

HIGH 5'S

Be respectful
Be there, be ready
Be a problem-solver
Follow directions
Hand & feet to self

Cooperate

Accept responsibility

Respect others

Everyone does their best

	SAFE	ORGANIZED	ACCOUNTABLE	RESPECTFUL
Cafeteria	*walk *sit while eating *in own space	*get supplies *eat first, visit last *clean-up when done	*only take what you need	*be kind and friendly *say please and thank you
Hallway	*walk on the right *face front *in own space	*carry materials appropriately	*Keep locker space clean	*use a Level One voice
Playground				
Dismissal				
Restroom				

Survey of Respectful Behavior

- Participants
  - 980 middle school students
  - Chicago, IL
  - Approximately 63% of students at school receive free or reduced lunch

  --Over 2900 responses—ones listed were written 50 times or more

  Rob March 2007

Top 12 Answers

"What are some ways that teachers show you respect?"

1. Talk privately to students when a problem occurs
2. Use a calm tone of voice, even when they are upset (No yelling)
3. Respect personal space (Don't touch, grab, eyeballing, crowd)
4. Listen without interrupting
5. Have a sense of humor

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6. Display student work around the classroom/school

7. Prepare exciting lessons

8. Let parents/guardians know student did a good job sometimes *(see a balanced picture)*

9. Use student's name when talking to him/her

Top 12 Answers (continued)

10. Be available during non-classroom times
11. Return work promptly
12. Talking sincerely – no sarcasm or "eye-rolling"

*Worth noting: Acknowledge birthday received multiple mentions

Jigsaw
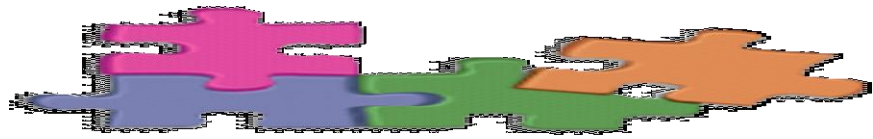
Article: *Cultural Identity and Teaching*

- Count off by 4's

- 1's read: pages 2 & 3

- 2's read: pages 3, 4, & 5

- 3's read: 5, 6, & 7

- 4's read: 7 & 8

- Use organizer to answer questions & highlights from your section—*5 minutes*

- All sections share --*1 minute each*

Just Suppose…

Expectation Examples

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Adapted from Dr. Robert March

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Think & Plan

- Review overview packet

- Consider ideas for sharing with staff

- Begin developing a sample matrix for one setting

Resources

- www.pbis.org   OSEP Technical Assistance Center on Positive Behavioral
                              Interventions, School-wide positive Behavior Support
                              Implementers' Blueprint and Self-Assessment,
                              OSEP Center on Positive Behavior Interventions and
                                 Supports 2004, University of Oregon

- www.successfulschools.org Practical Handbook for Developing a Proactive
                              School-wide Behavior Support Plan, Using
                              empirically supported strategies to create safe
                              learning environments,
                              Dr. Rob March, Effective Educational Practices, LLC

- www.apbs.org
- www.interventioncentral.org
- www.contactpoint.ca/resources/dbase.php
- www.udel.com
- www.urbanschools.org

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